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ABSTRACT

The Affective Triad Scale, organized around a concept of individualized instruction measuring elementary school pupil self-direction and positive attitudes toward self and school, is described and explained. ATS is defined not as an attempt to diagnose student difficulties but to obtain simple indicative measures of behavior. Administration of the project is explained along with scoring and interpretation. A scoring key is included along with the self-report instrument itself. (SK)

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AFFECTIVE TRIAD SCALE

Prepared by Project Individualized Instruction

An ESEA Title III Project
NYSED #24185
Sponsored by the Four Long Island BOCES

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The AFFECTIVE TRIAD SCALE

General Features of the Scale

The Affective Triad Scale (ATS) was organized around a concept of individualized instruction in which non-academic success is assumed to have been achieved when pupils demonstrate self-direction and positive attitudes toward self and school. The triad was developed by Project Individualized Instruction[1] solely for use in its studies regarding the impact of individualization on elementary school students. The original item pool was written by a group of elementary and secondary teachers from four public school districts on Long Island. The ATS was *NOT* an attempt to diagnose student difficulties, but rather to obtain some simple indicative measures of behavior which were of interest to the Project. The underlying concepts for the three scales in the triad were derived from the California Test of Personality, however, *no other relationships with the CTP are expressed or implied.*

The ATS is a self-report instrument in which a question is presented to the child and he then marks a "yes" or "no," whichever he considers to be appropriate. The scale was designed for use with a fourth grade population. Three short scales relating to the school situation comprise the triad. A description of each follows:

Attitude toward school. The student who has a positive attitude toward school enjoys being with other students, believes that his teachers like him, and finds the school work adapted to his level of interest and maturity.

Self-direction. The student who is said to be self-directive is one who enjoys a sense of freedom when he is permitted to have a reasonable share in the determination of his school behavior and in setting the general policies that shall govern his academic pursuits. His overt actions indicate that he can do things independently of others, depend upon himself in various situations, and direct his own activities.

Attitude toward self. The student who has a positive attitude toward himself feels he is well regarded by others, and that he enjoys a cordial relationship with people in general. In addition, he does not attempt to get his satisfaction in ways that are damaging and unfair to others, nor does he substitute fantasy for actual successes in real life.

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[1] An ESEA Title 3 program (1972-1975) with the mandate of identifying and disseminating infromation regarding programs of individualization on Long Island.

Administration of the ATS

The ATS is intended for use only with groups and not for making decisions about individual students. It is also recommended that students be allowed to respond to the triad anonymously, if they wish.

The instructions that appear on the front cover are to be read aloud as the students follow along on their own copy of the scale. The practice questions are intended to illustrate the point that there are no "right" or "wrong" answers, and are to be read by the person administering the scale, pausing at the end of each question only long enough for the students to circle their response. Help in reading words or questions may be given.

The test administrator should ask the students to make only one response to each question, as multiple responses cannot be interpreted.

There are no time limits for administration of the scale. During its use by the Project, twenty minutes was adequate. Should more time be needed an additional ten minutes should be sufficient.

Scoring and Interpretation

There are three scales making up the ATS. The *first fifteen items* (1-15) provide a measure of attitude to school. The *second fifteen items* (16-30) provide a measure of self-direction. The next *thirty items* (31-60) provide a measure of attitude toward self.

Each scale in the triad is scored according to the key at the end of these instructions. The sum of "correct" items for each scale provides a general assessment of that attitude. A "correct" response is one where the child endorses a positively worded item or does not endorse a negative item, relative to the attitude being measured. For example, "Do you usually like school?" is a positively worded item. If the child responds "yes" he is given credit for that item. Item number 40, "Are you afraid of many people?" is a negatively worded item, and a "no" response is correct.

To summarize, the ATS yields three scores: Attitude to school (1-15), Self-direction (16-30) and Attitude to Self (31-60). A mean for each group to whom the ATS has been administered is calculated and comparisons may then be made between groups using any one of several statistical procedures.

The work presented here was developed pursuant to an ESEA Title III grant, NYSED #24185. Contractors undertaking such projects under government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official position or policy of the USOE, the New York State Education Department, or the four Nassau-Suffolk Boards of Cooperative Educational Services sponsoring this project.

SCORING KEY

FOR

AFFECTIVE TRIAD SCALE

Attitude toward School	Self-direction	Attitude toward Self	
1. no	16. no	31. yes	46. yes
2. no	17. no	32. no	47. no
3. no	18. no	33. no	48. no
4. yes	19. yes	34. yes	49. no
5. no	20. yes	35. no	50. yes
6. no	21. yes	36. no	51. yes
7. yes	22. no	37. no	52. yes
8. no	23. yes	38. yes	53. yes
9. yes	24. yes	39. yes	54. no
10. no	25. no	40. no	55. yes
11. yes	26. no	41. no	56. no
12. yes	27. yes	42. yes	57. yes
13. yes	28. no	43. no	58. no
14. yes	29. yes	44. no	59. yes
15. yes	30. yes	45. yes	60. yes

CHILD'S NAME_____ DATE_____
LAST FIRST

INSTRUCTIONS FOR AFFECTIVE TRIAD SCALE

THIS BOOKLET HAS SOME QUESTIONS WHICH ASK ABOUT THINGS THAT MAY TAKE PLACE IN SCHOOL. THERE ARE NO RIGHT OR WRONG ANSWERS, ONLY OPINIONS. YOUR ANSWERS WILL SHOW YOUR OPINION, AND HOW YOU USUALLY FEEL OR WHAT YOU USUALLY DO ABOUT THINGS. FOR SOME OF THE QUESTIONS YOU ARE TO DECIDE WHETHER THE ANSWER IS YES OR NO. YOU ARE THEN TO DRAW A CIRCLE AROUND THE WORD YES OR NO, WHICHEVER SHOWS YOUR ANSWER.

LOOK AT THE PRACTICE QUESTIONS BELOW:

PQ1. DO YOU OFTEN WANT TO PLAY? YES NO

IF YOU OFTEN WANT TO PLAY, DRAW A CIRCLE AROUND THE WORD YES, IF NOT, DRAW A CIRCLE AROUND NO.

PQ2. WOULD YOU LIKE TO FLY AN AIRPLANE? YES NO

IF YOU WOULD LIKE TO FLY AN AIRPLANE, DRAW A CIRCLE AROUND THE WORD YES, IF NOT, DRAW A CIRCLE AROUND NO.

PQ3. I LIKE TO WATCH TV. YES NO

IF YOU LIKE TO WATCH TV, DRAW A CIRCLE AROUND THE WORD YES, IF NOT DRAW A CIRCLE AROUND NO.

AFTER YOU HAVE FINISHED THE PRACTICE QUESTIONS AND YOU UNDERSTAND WHAT TO DO, YOU WILL BEGIN ON THE NEXT PAGE. PLEASE ANSWER ALL OF THE QUESTIONS. REMEMBER THIS IS NOT A TEST, AND THERE ARE NO "RIGHT" OR "WRONG" ANSWERS. IF YOU ARE FINISHED BEFORE YOU ARE TOLD TO STOP, YOU MAY GO BACK AND ANSWER ANY QUESTIONS YOU DID NOT ANSWER BEFORE.

The Affective Triad Scale was prepared by
Project Individualized Instruction, Patchogue, New York,
pursuant to an ESEA Title III grant, NYSED #24185. 6-75.

1. WOULD YOU STAY HOME FROM SCHOOL A LOT IF YOU WERE ALLOWED?	YES	NO
2. DO YOU HAVE TO DO MANY THINGS IN SCHOOL YOU DON'T WANT TO DO?	YES	NO
3. DO YOU OFTEN WISH YOU WERE SOMEWHERE ELSE INSTEAD OF SCHOOL?	YES	NO
4. DO YOU USUALLY LIKE SCHOOL?	YES	NO
5. DO OTHER CHILDREN LIKE SCHOOL MORE THAN YOU DO?	YES	NO
6. DO ANY OF THE TEACHERS DISLIKE SOME OF THE CHILDREN?	YES	NO
7. ARE YOU PROUD OF YOUR SCHOOL?	YES	NO
8. DO MANY OF THE CHILDREN FEEL THAT SCHOOL IS A WASTE OF TIME?	YES	NO
9. DO YOU LIKE THE WAY YOUR TEACHER TEACHES?	YES	NO
10. DID YOU LIKE SCHOOL BETTER LAST YEAR?	YES	NO
11. DO MANY CHILDREN LIKE SCHOOL?	YES	NO
12. DO YOU THINK THAT THE CHILDREN AT SCHOOL LIKE YOU?	YES	NO
13. ARE THE CHILDREN AT SCHOOL USUALLY NICE TO YOU?	YES	NO
14. IS YOUR SCHOOL WORK INTERESTING?	YES	NO
15. IF YOUR FAMILY MOVED, WOULD YOU FEEL BADLY ABOUT GOING TO A NEW SCHOOL?	YES	NO
16. DOES THE TEACHER OFTEN PUNISH YOU FOR LITTLE THINGS?	YES	NO
17. DOES THE TEACHER USUALLY TELL YOU WHO TO WORK WITH?	YES	NO
18. DOES THE TEACHER USUALLY PLAN WHAT WORK YOU WILL DO FOR THE DAY?	YES	NO
19. ARE YOU ALLOWED TO DO WHAT YOU WANT AFTER YOUR WORK IS DONE?	YES	NO
20. ARE YOU PERMITTED TO HELP THE TEACHER DECIDE ON YOUR GRADES?	YES	NO
21. DO YOU HAVE ENOUGH FREE TIME IN SCHOOL?	YES	NO
22. ARE THE TEACHERS USUALLY TOO BOSSY?	YES	NO
23. DO YOU USUALLY HELP OTHER STUDENTS WITH THEIR WORK?	YES	NO
24. ARE YOU FREE TO GO TO THE SCHOOL LIBRARY AT ANY TIME?	YES	NO
25. DO PEOPLE STOP YOU FROM DOING MOST OF THE THINGS YOU WANT TO DO?	YES	NO
26. DO YOUR TEACHERS USUALLY NEED TO REMIND YOU TO DO YOUR WORK?	YES	NO
27. DO YOU USUALLY FINISH YOUR WORK?	YES	NO
28. DO YOUR TEACHERS OFTEN STOP YOU FROM TALKING WITH YOUR FRIENDS?	YES	NO
29. DO YOU KEEP ANY SAMPLES OF YOUR WORK?	YES	NO
30. DO YOU HAVE A CHANCE TO LEARN MANY NEW THINGS?	YES	NO

31. Do your classmates think you do well in school? YES NO
32. In school, are people often mean or unfair to you? YES NO
33. Do teachers often think that you cannot do things very well? YES NO
34. Do people in school often do nice things for you? YES NO
35. Do your classmates usually think that your ideas are bad? YES NO
36. Do your teachers usually seem to think you are wrong? YES NO
37. In school, do people often try to cheat you? YES NO
38. Do your classmates often want to help you? YES NO
39. Are most of your classmates glad you are in their class? YES NO
40. Are you afraid of many people? YES NO
41. Do the people in school criticize you too much? YES NO
42. In school, are people often so kind that it makes you feel happy? YES NO
43. Do you think your teacher often pays no attention to you? YES NO
44. Do you often feel that the teachers bother you? YES NO
45. Does the teacher usually ask you questions you can answer? YES NO
46. Do your classmates think you are smart? YES NO
47. Are there people in school so unfair that you have to be mean to them? YES NO
48. Do your classmates make fun of you? YES NO
49. Do you often feel that no one really cares about you? YES NO
50. In school, do other people usually try to understand your feelings? YES NO
51. Do you have many friends in school? YES NO
52. Do the people in school usually remember how well you do things? YES NO
53. Is it easy for you to do well in school? YES NO
54. Are things so dull that you often daydream? YES NO
55. Are you usually proud of your work? YES NO
56. Do teachers often ask you to do such hard things that you won't do them? YES NO
57. Do your classmates usually want you to do things with them? YES NO
58. Do you think you are dumb? YES NO
59. Do you deserve high grades? YES NO
60. Does your teacher care about you? YES NO

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